

“Alianza con Vos” model in Medellín: school environment and citizenship competencies

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Abstract

The article presents the results of two categories of analysis: (school environment and civic competences), linked to the "Alianzas con Vos" project that is part of the public education policy of the city of Medellín and that is described in the Plan of Development "Medellín Counts on You 2016-2019". Said project proposes the construction of alliances that involve universities, companies and private schools, so that they accompany official educational institutions in improving the quality of the educational service they offer. It starts from a multicausal and multidimensional notion of educational quality; from which, the school environment and civic competences are associated with psychological, social and human factors. A descriptive, qualitative approach research was proposed, based on the analysis of semi-structured interviews and focus groups through intentional sampling, applied to the educational community of the public sector attached for the year 2019, to the project "Alianzas con Vos". The results revealed positive and significant relationships of the impact of the project with the allied entities. Likewise, the study showed a positive effect of the Alliance model and important transformations linked to personal, professional, academic and administrative processes were found, which make it clear that this type of intervention facilitates the actions of the public and private entities involved.

Key words: *strategic alliance, school environment and civic competencies.*

INTRODUCTION

The Mayor's Office of Medellín-Antioquia since 2005 has developed strategic alliances with the support of the Municipal Education Secretariat for the improvement of educational quality, the project was called "Strategic Alliances for Quality Improvement" led by Proantioquia and articulated with the Development Plan "Medellín counts on you 2016-2019" (The National Development Plan, 2010).

This public-private alliance has as its goal the achievement of broad-impact social and educational objectives (Velasco, 2014). It was created under the model of 10 alliances that involved universities, companies and private schools, in order to accompany official Educational Institutions to improve the quality of the education service (National Executive Committee National Strategic Alliance, 2014).

According to Naranjo (2015), the actors of the alliances fulfill different roles depending on their organizational nature; For example, universities are in charge of academic and research matters, while companies have an administrative and managerial function. In the same way, educational institutions promote the development of student competencies, as well as the strengthening of institutional management (Uvalle, 2004).

The Alianza model arises as a need to transform and improve not only the quality of public education, but also to improve certain factors of the organizations that accompany the process (Sánchez and Gonzalez, 2010). The project was oriented towards a model of mutual accompaniment far from assistance relationships, which jointly generated a strengthening of the potentialities and capacities of the personnel to achieve an institutional transformation in the entities that

made up the alliance (Chacón and Rodríguez, 2009).

The selection criteria for the public educational institutions of the municipality were the aptitude and attitude towards the transformation, the recognition of difficulties, the ability to form a team, the availability to meet, the ability to execute processes, the ability to carry out follow-ups permanent and the ability to provide feedback to the processes (MEN, 2018).

In turn, in the selection of: organizations, universities, and private schools, a public and open call was created for the link to the project under the premise of social commitment. The institutional functions were designed as follows: the private school would be able to provide advice to the public institution, the university to provide conceptual foundations for school management and finally the company to provide assistance and administrative advice to the public institution that accompanies (Local Development Plan, 2016).

Proantioquia's function was to support the Secretary of Education, by building the methodology in general, as well as leading and accompanying the development of the project. This project was designed in three stages: a first stage of formulation and opening, a second stage of implementation and a last stage of evaluation and closure. The article shows the results of the evaluation and closure of the project of 4 alliances out of 10 in total, made up of official educational institutions of the city of Medellín, the study shows the links with educational quality and its association with factors of a psychological, social and human.

Literature review

School environment

The school environment is defined as the specific way in which the members of an educational institution relate and communicate, as well as the way in which it involves teachers, parents and students in the teaching-learning process of the students. This is made up of academic expectations, communication, participation and finally security and respect (Pereira, 2007).

Academic expectations refer to the perception of the level of motivation provided by the institution. Communication as a way of informing the processes, objectives and academic achievements. Participation at the level of involvement and motivation promoted by the institution in order to engage staff in promoting learning. Finally, security and respect implies the perception that one has regarding the physical and emotional security offered by the educational institution (Crosatti et al., 2016).

The school environment according to the Ministry of National Education 2013 and Unesco 2013, refers to elements that contribute to the improvement of school coexistence and the quality of life of teachers and students in the school (Saravali and Guimarães, 2010). The appropriate school environment favors student learning and academic achievement. A healthy school environment allows the reduction of inequalities and the improvement in the cognitive achievements of students. In addition, it helps to maintain a favorable work environment that provides the teacher with security and low levels of stress (Rodrigues, 2016).

The school environment component is made up of coexistence and discipline (MEN, 2018).

Communication and collaborative work; as well as, communication, motivation and commitment are part of a positive school environment. The school as an educational community must function under the premise of a way of life and establish structural and personal relationships that reduce the probability of the presence of conflicts in the educational institution. The school environment and school climate are known as synonyms; However, the first involves, in addition to human relations, factors associated with the physical structure of the educational establishment; as well as the social and cultural environment in which the institution is immersed (Russo and Etienne, 2015).

According to the OECD (2001), the environmental factors surrounding the institution significantly affect the school environment. The National School Climate Council establishes that the factors that intervene in the school climate involve norms, interpersonal relationships, teaching practices, learning, and organizational structures among the members that make up the school (Arruda et al., 2017).

When there is an adequate school environment, the presence of democratic leadership among managers, co-responsibility among the actors of the institution, effective and dialogic communication, warm respectful relationships can be identified; as well as limits and norms well agreed by the educational community and promotion of collaborative learning (Borges et al., 2015).

A healthy school environment is established in Article 44 of the Political Constitution of Colombia, which establishes physical integrity, health and social security in education, culture and accessible recreation as a fundamental right of children. And article 79 establishes that all

people have the right to enjoy a healthy environment and that the diversity and integrity of the environment be protected, as well as the promotion of education to achieve this end (Granada, 2001).

Citizen skills

Citizenship competencies are those cognitive, emotional and communicative capacities that, integrated with each other, make it possible for the citizen to develop in an active, supportive and democratic manner in society. These competencies are made up of two groups, the first training in citizen competencies which in turn include: coexistence and peace, participation and democratic responsibility and plurality, identity and appreciation of differences. The second group, democratic environments, which in turn contains the school government (ICFES, 2013).

According to the MEN (2018), the ability to exercise citizenship must be developed along with mathematical and language skills, the educational institution is the setting that favors the development of these skills. However, the formation of citizenship is linked to the daily life of the subjects, the social and family environments can facilitate or hinder the exercise of citizenship and therefore the development of these competencies (Reyes, 2009).

Citizen competencies are those actions that facilitate healthy coexistence, require democratic and plural participation. These skills are usually developed from childhood and strengthened throughout life. The sense that the subject gives to the importance of citizenship depends on multiple factors and scenarios in which he has been faced on a daily basis. Culture, for example, defines certain values that are the foundation of citizen principles, this in turn forges a series of

behaviors that are socially accepted by the community. Despite this, there are risk factors that weaken citizen training, hence the importance of working on these skills at school (Tito, 2018).

For the Ministry of National Education, citizen competencies are framed within the respect, promotion, and defense of fundamental human rights. The competences then, imply the knowledge and the actions towards the know-how, to build a democratic society. Not only cognitive and communicative skills are necessary, it is also required that there be a series of emotional competencies that help the child, adolescent and young person to relate to others in an understanding manner, being fair and capable of solving daily problems (Calle and Lozano, 2019).

Within the emotional competencies, according to the MEN, there is a moral development that helps in decision-making and the promotion of autonomy. They are related to empathy, moral judgment, the ability to analyze, to dialogue, for a relationship with others. Citizenship training that promotes the development of these competencies involves democratic environments, transversality in all instances, and specific spaces for citizen training (Montero, Rincón, and García, 2008). The teaching team must contribute to learn to live and work together in accordance with what the State establishes (Pabón, Aguirre and Cáceres, 2016).

For the MEN (2018), the groups of citizen competencies involve coexistence and peace, participation and democratic responsibility, and finally plurality, identity, and appreciation of differences (Giraldo et al., 2008). For the development of these competencies, a series of standards was designed that involves knowledge, cognitive, emotional,

communicative, and finally integrating competencies (Calderías and Martínez, 2011). These, in turn, seek that children and young people understand the importance of values for citizen coexistence, that they carry out actions towards solidarity, that they have behaviors towards care and good treatment and that they feel respect for themselves and for others. , all this in the various close contexts in which the student develops (Luquez, Fernández, Sansevero and Fontanilla, 2012).

Students must develop skills that allow them to assume, in a peaceful and constructive manner, the conflicts that may be faced in the school and family context (Fajardo, Fajardo and Castro, 2006). In addition, it must contribute to the protection of the rights of the boys and girls who are around them, both at school and in the community, whether urban or rural (Cabrera, 2017).

In the same way, it is expected that citizenship competencies will help the subject to live peacefully in their environment, in favor of non-violence both locally and globally (Flores and Parent, 2008). Based on this MEN proposal, a series of tools was created that at an institutional level can facilitate the development of said skills (García, Pérez and Hernández, 2013). Within the group of tools, the MEN establishes: creative questions, sharing experiences and spaces to finish building (Gutiérrez and Pérez, 2015).

Meanwhile, the educational institution has the responsibility of training students in citizenship skills, as a privileged space for the development of principles and tools that everyone can learn and reproduce not only within the school but in various other contexts (Castro, 2014). In order to live day by day, it is necessary to promote the culture of peace, from a transforming axis that allows the student to reflectively recognize

the importance of non-violence in his or her own lives and those around them (Jares, 2002).

Method

This work is framed within the interpretive paradigm (Schuster, Puente, Andrada, & Maiza, 2013), under a qualitative, descriptive approach, based on the analysis of semi-structured interviews and focus groups through purposive sampling. The following were interviewed: 8 student representatives, 12 teachers, 8 coordinators, 4 rectors and 4 parents, who were part of four official educational institutions attached, for the year 2019 to the "Alianzas con Vos" project, as well as focus groups to the Alianza strategy that accompanied each official institution. The research method was the multiple intrinsic case study (Stake, 1999), with which "a unit is deeply and comprehensively analyzed to respond to the problem statement, test hypotheses and develop theory" (Hernández, Fernández and Baptista, 2014). The interviews and focus groups carried out with the alliances that accompanied the four official Educational Institutions in the city of Medellín were analyzed; made up of: representatives of companies and rectors, coordinators and teachers of private schools and representatives of public and private universities that made up the Alliance for each of the I.E. official.

The effects and transformations of the Alianza con vos project were investigated; In addition, they were related to educational quality based on the school environment and citizenship competencies. The universities that carried out this particular study were: the Universidad Pontificia Bolivariana and the Universidad de Medellín.

Regarding the procedure, an informed consent was signed, in which the objectives of the study, the confidentiality of the information

and the freedom to withdraw at any time from the project were explained. Subsequently, the process of individual interviews began, followed by group interviews (focus groups). The duration of the individual and group interviews was approximately one hour per session. The execution included three phases: design and planning; field work with the collection of information and analysis of the information and interpretation of the data.

Results

Focus group with alliances

The strengths were aimed at consolidating the role of companies, with clear, relevant and achievable objectives for the purposes of the Alianza con Vos project, through the implementation of institutional policies that helped with the well-being of the educational institution they accompanied. Transparent management is perceived in the development of functions, with an appropriate allocation of resources to comply with the plans established by the Alliance; The companies managed to cover certain needs identified within the educational institution in charge, favoring the quality of the training processes and even the administrative and technological ones.

A positioning and commitment of the company is identified in perspective with the objective of the Alliance, achieving learning and teaching of a bidirectional type during the interaction with the public educational institution. The participants explicitly mentioned commitment, articulation, empowerment, participation, integration, teamwork and inter-institutional synergy.

As limitations are identified those aspects associated with information management in terms of the degree of involvement and decision-making; The obstacles that the rector

faces in the management of the I.E. official. This may be associated with a certain restriction in solving problems that may arise in institutions.

Infrastructure conditions are a worrying issue for some businessmen, who identified certain difficulties around this particular aspect; It aggravates the situation that apparently is not the responsibility of the rector of the institution, but of the Ministry of Education. Compliance with substantive functions may become a limitation according to employers, to the extent that they may be associated with staff turnover. The management of times in the I.E. It is another complex factor that hinders, according to businessmen, the flow of processes and projects. Adaptation to change was referred to as a limitation to the extent that they can hinder, in some way, the management of processes as part of a particular organizational culture.

The lack of teamwork is another indicator that was explicitly related during the discussion, which can significantly affect the fulfillment of certain functions, which can also hinder the development of the process that is articulated between the organization and the educational institution. . The ignorance of the nature of the public institution for the private organization represents, according to the perception of the businessmen, a limitation in the work from the Alliance, as well as the differences in the rhythms of work, response and calendars.

Regarding opportunities, businessmen refer to two:

1. The need to maintain the strategy of Alliances and academic networks that make it possible to give strength to this type of projects between companies and public and private educational institutions.

2. The importance of extending the invitation to the Alliance to a larger number of participants.

3. The joint work allowed two-way learning and the opening of unexpected paths among the members of the Alliance.

The proposals for the future are related to the need for subsequent measurements, the inclusion of new variables to be taken into account for the project and the strategic work that enables the execution of projects by

accessing resources that positively impact the region. Regarding the challenges, reference was made to the intervention with the educational field as a factor that not only can be under the responsibility of the State, but that this type of project can contribute to the I.E. from different perspectives, not only organizational, but also of an academic type that the private company can provide as an ally.

The results of the School environment category

Table 1. Definition and categories School environment

Definition	Categories explored in the study
The School Environment –AE– refers to the specific way in which the members of an educational institution relate and communicate, as well as the way in which it involves the actors (teachers, parents and students), in the student learning process (SEM, 2019).	academic expectations
	Communication
	Stake
	safety and respect

The factors associated with the improvement of the school environment, which resulted from the implementation of the Alianza con Vos project, are related, according to those interviewed, to:

1. The development in the processes that benefit the interpersonal relationship between the members of the educational community.

2. The school climate showed a constant process of strengthening with the inclusion of new proposals brought by private entities (schools and companies).

3. Carrying out a series of activities that were planned and implemented from the proposals brought by private entities, which were managed effectively in the I.E.

4. The presence of the entities at different times, among which the classroom work and with the students stand out.

However, the multicausal and multidimensional notion of educational quality was reflected in the processes of the school environment given that by improving it, with the joint strategies that the Alliance allowed, the academic and coexistence processes could flow in a more productive and oriented way. to the expected quality indices. However, since the time for the intervention was insufficient, the processes associated with the improvement could not be completed, as would have been desired.

Factors associated with the psychological, social and human order emerge as conditioning factors and enhancers or not, of the school environment. In this sense, the Alliance contributed directly to its members being able to see beyond the planned interventions and consider the human that is presented as unforeseen and unexpected, but which is often what makes the power of the results possible.

On this matter, companies with their emphasis and clarity on Human Management processes, contributed strongly to the inclusion of factors that are sometimes not considered due to lack of time or disability (psychological, human, emotional). The goals in terms of pedagogy, interpersonal relationships, and behavior management were key in this process and were satisfactorily met, thanks, among other things, to cooperative work.

Positive transformations were achieved in the school climate category, mainly aimed at:

1. The organization in the classroom.
2. The prevention of bullying.
3. The prevention of violence and school conflict.
4. Improvement of the organizational climate.
5. Sense of belonging.
6. and, therefore, the relationship with learning.

The perspectives of students, teachers and managers were transformed towards a more equitable and inclusive work, where everyone participated actively; participations of subjects previously canceled by the system or the same academic daily life were recovered. Reference was made to the recovery of trust in the other, teamwork from the enjoyment of academic activities, an interaction and recovery of trust and participation that each teacher had in their own work, which led to the empowerment of the students and teachers in general. They had their participation in the different academic activities and participation in committees that previously only comprised the managers.

The climate of human relations was transformed, prevailing the use of the capacities installed for the school, not only from the teachers, but also from the work and

intervention that was carried out with parents, who were trained and taken into account. for active participation.

The information collected shows that the school climate generates learning processes in students in a more significant way, since it promotes healthy coexistence, a decrease in aggressive behaviors, a decrease in social exclusion and disrespect between peers, through the use of violent language.

School violence decreased significantly, as instances of violence decreased in number and severity. As the project was implemented, there were fewer cases of bullying among students, and in general, with the educational community. Students were empowered with skills to resolve conflicts peacefully, certain roles were included that show a decrease in physical violence, robberies, fights, quarrels, verbal aggression and vandalism, thus enhancing the leadership and empowerment of students.

There was evidence of interest in students and teachers in working as a team towards cooperativism, achieving goals with joint work, interaction with different entities of the community towards strengthening the social fabric. The project not only showed the use of resources for the benefit of the I.E., but also showed the transformations within the organization and the use of I.E. resources. for the benefit of all entities involved (support networks).

Regarding the role of the teacher, fluid relations between student-teacher were perceived, with a favorable relationship in the results of the tests to know, guaranteeing the permanence of activities that have been linked to the Institutional Educational Project (PEI) of the I.E.

Results of the Civic Competences category

Table 2. Definition and categories Citizen Competencies

Definition	Categories explored in the study
Citizenship competencies are those cognitive, emotional and communicative abilities that, integrated with each other and related to knowledge and attitudes, make it possible for citizens to act in an active, supportive and democratic manner in society (ICFES, 2013).	coexistence and peace
	Participation and democratic responsibility
	Plurality, identity and valuation of differences
	school government

According to the participants, this experience has shown that the implementation of a project mediated by Alliances contributes significantly to the development of systems of coexistence, participation and respect for plurality in I.E. officers. After the implementation (via the modeling of actions) of a series of activities guided by the private business and educational sector (which they implemented in their own areas), coexistence guidelines oriented towards participation, responsibility and visibility of the school government.

In this sense, the IE recognized the contribution of the private sector, whose approach achieved positive results despite various difficulties that arose throughout the intervention. Based on the project, a valuable educational experience was built, which, both in the classroom and in the community in general, allowed the opening of spaces for the participation of students, teachers and parents.

In this context, the coverage of various demands that the I.E. expressed as urgent and that were covered by private sector entities:

1. Attitudinal and behavioral changes in the different actors of the I.E.
2. Addressing concrete and observable problems such as solidarity links, teamwork,

problem solving, leadership, active participation of members and improvement in the school climate.

3. Improvement in interpersonal relationships between the actors of the educational community, including parents.
4. Greater commitment of teachers with active participation
5. Interest and learning of values linked to the increase of school democracy
6. Effective promotion in daily school life, of the theme of solidarity, promotion of peace, justice, responsibility, both for students and teachers, and parents.
7. The school community's understanding of its role in building better ways of living at school (psychological, physical and relational well-being).
8. Review, analysis and proposals for adjustments to the coexistence manuals of the I.E.

However, actions were carried out in the classroom aimed at increasing favorable attitudes towards participation and the degree of involvement in the school among all members of the educational community, as

well as interaction with the entities that are around them. the I.E.

The function of the Alliance accounts for specific significant transformations such as:

1. Improvement in communication skills in both students and teachers.
2. Promotion and increase in solidarity and democratic practices both within the institution and in work with the community.
3. Transformations towards the reduction in the presence and early approach of conflicts.
4. Prevention and approach in decision-making with an empowered attitude towards school coexistence issues.
5. Transformations in the school government, promoting the active participation of those involved in the I.E.

Finally, the emphasis on three-way learning (I.E., company, university) was decisive and constant during both individual and group interviews; The foregoing makes it clear that the initial purpose of the Alliance to support the official Educational Institution, finally became a joint support in which everyone learned, everyone contributed, everyone was transformed.

Discussion

The objective of this research revolved around understanding the effects and transformations that the "Alianza con Vos" model produced in official educational institutions, private schools, companies and public and private universities in the city of Medellín-Colombia.

The main reasons that justified the project revolved around the importance of quality education, an educational system built through co-responsibility, the interest in the city of the entities involved and finally the current

development plan called "Medellín, road to excellence and quality" (Osorio, 2015).

Thus, this research process made it possible to take into consideration different factors and aspects that made possible the transformation in the development of necessary actions aimed at the school environment and citizen competencies as categories related to the quality of education (Andrades, 2020).

It is important to mention that educational quality is assumed from a multidimensional and multicausal approach. The results obtained from the analysis of the interviews and focus groups showed links between educational quality and psychological, social and human factors. Thus, educational quality, as a process and result, implies micro-individual criteria related to the school environment and the development of interpersonal skills, social participation, tolerance, well-being and a sense of institutional belonging, aspects that mean a certain degree of integrality between well-being and development. human (Caspersen and Powell, 2002).

In this regard, the data shows transformations in the feeling of well-being and belonging to the institution, an improvement in communication processes, leadership, a decrease in violence and student empowerment. Aspects that are related to educational quality, since the greater the personal and psychological well-being, the greater the increase in academic performance and, therefore, the greater the quality of education (Cornejo and Redondo, 2007; Garbanzo and Guiselle, 2007).

On the other hand, an increase in the levels of perceived self-efficacy was observed in directors, teachers and students related to the management of school conflicts, a more equitable and inclusive work, where everyone

participated actively, participation of previously canceled subjects was recovered. By the system or the same academic daily life, reference was made to the recovery of trust in the other and teamwork from the enjoyment of academic activities.

Likewise, levels of self-efficacy were observed with positive direct affectation in the self-esteem of students through specific projects promoted by the companies involved (School Huerta, Student Leaders Program, Robotics Projects); Elements that constitute reliable indexes of empirical order to read subjective and emotional aspects in school environments.

Regarding the socio-emotional aspect (feelings of empathy, tolerance, respect for diversity) related to conflict management and citizen skills, an enjoyment of collaborative work actions in the face of everyday activities, both in teachers and students, was perceived, both in teachers and students, significantly reducing the rates of violence or school conflicts between peers and between students. These data are related to a perspective of resilience and prosociality against adversity and difference.

The school environment, defined as the specific way in which the members of an educational institution are related and communicated, as well as the way in which it involves teachers, parents and students in the teaching-learning process of the students suffered significant transformations that influenced the emergence of academic, communication, participation and final security and respect expectations (Pereira, 2007).

Taking into account that academic expectations refer to perception against the level of motivation provided by the institution (Chaves and Farias, 2005). Communication in the way of informing academic processes, objectives

and achievements (Segura, 2005); participation at the level of involvement and motivation promoted by the institution in order to compromise staff in the promotion of learning (Saravali and Guimarães 2010). In addition, the security and respect for the perception facing the physical and emotional security it offers The Educational Institution (Crosatti et al., 2016).

It could be said that through the Alliance a significant transformation in the I.E. Involved in aspects related to human relationships, communication, motivation against activities proposed by the Alliance. Prevailing the use of the abilities installed for the I.E., not only from teachers but also from the work and intervention that was carried out with parents, who were trained and taken into account towards active participation.

Taking the foregoing in mind, among the achievements obtained are positive transformations in the school environment category, the strategies that were implemented in IE, were related to different elements such as the organization in the classroom, the prevention of bullying, the prevention of Violence or school conflict, improvement of organizational climate, sense of belonging, and therefore the relationship with learning.

An empowerment of teachers in general was achieved, both of the I.E. Officers as of private schools through the interaction and recovery of the confidence and participation that each teacher had of their own work, they had their participation in the different academic activities and participation in committees that only the managers only made up.

These results are significant and reinforce the proposition that when there is an adequate school environment, the presence of democratic leadership among managers, co-

responsibility among the actors of the institution, effective and dialogic communication, and warm respectful relationships can be identified. As well as limits and norms well agreed by the educational community and promotion of collaborative learning (Borges et al., 2015).

The Alianza model, it was possible to promote a healthy school environment as stated in article 44 of the Political Constitution of Colombia, which establishes as a fundamental right of children, physical integrity, health and social security in education, culture and accessible recreation (Sandoval, 2006). In addition, what is mentioned in article 79, which establishes that all people have the right to enjoy a healthy environment and that the diversity and integrity of the environment be protected, as well as the promotion of education to achieve this end (Granada, 2001).

On the other hand, in the specific case of citizenship competencies, understanding these as the cognitive, emotional, and communicative abilities that, when integrated together, make it possible for the citizen to develop in an active, supportive, and democratic manner in society. It was possible to show that in the educational institutions analyzed, these competencies were related to skills for coexistence and peace, participation and democratic responsibility, plurality, identity, and appreciation of differences (ICFES, 2013).

In this regard, as a result of the activities developed by the Alliance related to leadership and training in conflict resolution, it was perceived from the reports of the subjects, improvement in relationships within the I.E. and improvement in the behavioral performance of the students, it is repeatedly mentioned that the students developed skills in

interpersonal skills. Through the Alliance, the development of civic competencies was achieved and it is hoped that these will help the subject to live peacefully in their environment, in favor of non-violence both locally and globally (Flores and Parent, 2008).

The action of the Alliance accounts for significant transformations in aspects such as, for example, improvement in communication skills between students and teachers, promotion and increase in solidarity and democratic practices. Both within the institution and in work with the community, prevention and a decision-making approach with an empowered attitude towards issues of coexistence, transformations in school government. Which fostered the active participation of those involved in the I.E. and an increase in tolerance for the difference between students as a result of the mediation strategies implemented, through meetings of school mediators (Herrero, Pérez and Plaza, 2020).

The Alliance, with its particular missions and visions, helped, through symbolic learning, to strengthen democratic processes with empowered students in various grades and not only in the upper grades, as is customary. Through the Alliance, student leaders are empowered, which fosters citizenship training.

Finally, subsequent favorable changes are perceived and during the development of the Alliance project, joint work was achieved with the allied entities, through practices that seemed to be effective for the educational institution regarding coexistence and peace, participation and democratic responsibility, plurality, identity and valuation of differences. It can be seen from the general trend of the data that the positive levels of educational quality related to the school environment and citizenship competencies are significant.

To summarize, the Alianza model demonstrated positive effects on educational quality when related to the results obtained in the categories school environment and school competencies. In the four I.E. analyzed, which allows recognizing educational quality as the result of concrete actions of a psychological, personal and social order, which involves all educational actors or agents, which can facilitate the generation of different lines of action aimed at the constant improvement of educational quality in the country.

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Conflict of interests

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